

PARKDALE SECONDARY COLLEGE

ASSESSMENT and REPORTING POLICY



POLICY DATE: 2022

REVIEW PERIOD: 2022- 2026

APPROVED BY: The Principal – David Russell

ASSESSMENT

The Parkdale Secondary College assessment system is based on a Developmental Learning and Assessment approach to student learning that will cater more fully for all students, improve student learning outcomes, be valid and reliable and have a framework that will enable the College to report effectively to all stakeholders.

The core purpose of assessment is to improve student learning; that is to determine the point of intervention and thus facilitate further learning.

Developmental learning and assessment is the process of monitoring a student's progress through an area of learning so that decisions can be made about the best way to facilitate further learning.

Developmental learning emphasises the importance of gathering a broad range of evidence of student achievement over time and in a range of contexts.

The 5 steps of developmental learning and assessment:

- Step 1 Construction of the Curriculum Maps, Common Assessment Tasks, Rubrics, Learning Intentions and Success Criteria
- Step 2 Gather evidence of prior student learning and develop appropriate Learning Sequence for class.
- Step 3 Formatively assess and provide feedback to student
- Step 4 Assess level of achievement at completion of unit of work and provide feedback to student and parent.
- Step 5 Report level of achievement against Vic Curric (F-10) levels, VCE/VET /VCAL Outcomes at the end of each Semester.

Curriculum Maps

- Each Learning Area is responsible for the development of Curriculum Maps based on the Victorian F-10 Curriculum, having identified the **skills, knowledge and understandings** deemed necessary for students at Parkdale Secondary College.

Learning Intentions and Success Criteria

- Clearly sets out and communicates the purpose of the learning taking place.
- Explicitly communicates what the student will be able to understand, do, explain etc when they have met the criteria.

Learning Sequences

- Learning Areas will develop or refine units of work based on the Curriculum Development Tool.
- Teachers will adapt Learning sequence to meet the needs of their class in response to data.

Assessment Methods (incorporating Assessment as, of and for Learning)

When selecting methods of assessment, teachers will consider the following:

- No single method of assessment is suitable in providing evidence on the full range of learning outcomes.
- A holistic picture of a student's level of achievement in an area of learning must be determined from a broad range of observations, from both formative and summative assessment.
- Assessment methods must be chosen carefully and may include, but are not limited to, pen and paper assessments, performances, portfolios, presentations and models.
- The assessment method must be capable of providing evidence about the learning outcomes.
- The method of assessment should reflect to students what is valued.
- Assessment methods should be varied across the learning sequence.
- Methods of Summative Assessment should be varied across the Unit of work.
- Common Assessment Tasks(CATs) should be used for summative assessment across all classes of subjects.
- All Learning Areas should include an aspect of extended writing in the assessment during a semester.

PARKDALE SECONDARY COLLEGE

ASSESSMENT and REPORTING POLICY



Estimating Achievement

- Learning Areas develop guidelines for estimating a student's *level of achievement in relation to the standard of achievement expected of that student's year level cohort*.
- A clear understanding by students, parents and teachers of the criteria used in assessment tasks is vital.
- Teachers should use Learning Area derived Rubrics and VCAA outcome descriptors, to communicate and assess the criteria of an assessment task.
- Teachers should use their anecdotal records, including observations, discussions and other formative assessments.
- The evidence determining the level of attainment of a student must be valid, sufficient, authentic and current.

Validity and Reliability Considerations

Validity refers to the use and interpretation of the evidence collected rather than the method itself.

To ensure validity we must ensure the following:

- The task matches the outcomes (skills, knowledge and understandings) being assessed.
- A variety of tasks is used.
- Predictions about the student can be made.
- Teachers need to be clear as to what they intend to achieve with the assessment task.
- Students complete a common assessment task and are provided with an assessment rubric (where appropriate to the task)
- The students must be fully aware of the Learning Intention of the task; that is, what are the competencies being assessed and what Success Criteria are going to be used. If this is not made explicit then what we as teachers value will not be clear to the student.

The **reliability** of an assessment is an estimate of how accurate the task is as a measurement instrument.

- The methods used to collect the evidence affect the reliability, whilst the way in which teachers use and interpret the evidence collected affects the validity.
- Assessment tasks should aim to reduce the 'noise' in the evidence collected and used.
 - Steps to reduce or avoid 'noise' include:
 - use of criterion referencing;
 - professional development of teachers;
 - use of annotated work samples;
 - moderation of student work;
 - marking without knowledge of the student's name.

The VCE/VCAL Assessment policies are in the VCE/VCAL Handbook.

REPORTING

The Reporting Policy of Parkdale Secondary College reflects the principles of the Assessment Policy.

Parkdale Secondary College uses a Continuous Reporting Model to ensure students and parents receive timely and effective feedback on progress and areas for improvement throughout the year.

Purpose (The F-10 Curriculum Planning and Reporting Guidelines)

Reporting to students and parents is designed to provide timely and effective feedback on the achievements of students, and recommendations which will assist the student's future learning.

It is aimed at fostering co-operation and encouraging communication between parents, teachers and students to improve student outcomes

Methods of Reporting

Teachers at Parkdale Secondary College will utilise the following reporting methods when reporting to students and parents.

- Formative Assessment Learning Tasks on Compass
- Summative Assessment Learning Tasks on Compass
- Parent/ Student/ Teacher Conferences in Semester 1
- Semester Summary Reports

PARKDALE SECONDARY COLLEGE

ASSESSMENT and REPORTING POLICY



VCAA reporting requirements

Victorian Curriculum (F-10) – Includes Learning Area Levels and General Capabilities	When	How
Report student achievement standards twice a year to parents.	Semester Reports	Compass
Include information about each of the learning domains.	Continuous Reporting	Summative Learning Tasks
Show actual individual student achievement on a school derived scale	Continuous Reporting	PSC Achievement standards scale
Achievement in relation to the standard of achievement expected of that student's year level cohort.	Semester Reports	Vic Curric Levels VCE/VET/ VCAL Outcomes
Include individual comments in relation to student learning progress	Continuous Reporting	Teacher Feedback
Include information about student behaviour and effort in class.	Continuous Reporting	5 Ps

VCE/VET/ VCAL	When	How
After assessment tasks are submitted and marked, teachers should provide feedback to students	Summative Task	Learning Compass
Advice on particular problem areas	Summative Task	Learning Teacher Feedback
Advice on where and how improvements can be made for further learning	Summative Task	Learning Teacher Feedback
Written comments on students' performance against each outcome.	Summative Task	Learning VCAA approved scale for particular pathway
Reporting S or N decisions for Outcome	Summative Task	Learning VCAA approved scale for particular pathway
Reporting S or N decisions for Unit	Semester Reports	VCAA approved scale for particular pathway
VCE Unit 1 & 2 level of achievement	Semester Reports	Parkdale Study Score

PARKDALE SECONDARY COLLEGE

ASSESSMENT and REPORTING POLICY



Reporting Expectations:

- At the completion of each unit of work students will undertake a Common Assessment Task (CAT)/ VCE SAC of SAT/ VCAL Learning assessment.
- Teachers will report student achievement and feedback to parents in a timely manner. (Three weeks from completion of Summative Learning Task date)
- Summative Learning Tasks will be completed and made visible to students and parents via Compass,
- Semester summary reports will be generated and made available on Compass to Parents at the end of each Semester.
- Vic Curric (F-10) levels achievement and VCE/VET/VCAL Satisfactory/Unsatisfactory completion of Unit will be reported to parents at the end of each semester.

Teachers will:

- Use a variety of reporting methods, including Compass
- Provide effective and timely feedback on a regular basis, including diagnostic comments to students on work returned.
- Use Summative Learning Tasks on Compass for each CAT, Area of Study or VCAL Learning Assessment
- Complete Summative Learning Task assessments within the three week timeframe.
- Report on student achievement, Learning behaviours and areas for improvement for each Summative Learning Task.
- Report Vic Curric (F-10) levels achieved at the end of each semester.
- Conduct Parent/Student/Teacher interviews
- Indicate what has been achieved by the student in the reporting period in relation to goals used in the assessment process
- Focus on the strengths of the student, and include recommendations for future learning
- Use constructive language which is specific, user-friendly and actionable to the Program goals
- Understand that reporting is a private communication between a student, teacher and parent
- Use their accumulated evidence of criteria to make a judgement in reporting on the development of General Capabilities,
- Avoid complex language, spelling and grammatical errors and the use of jargon.
- Ensure their records can support or justify anything stated in the report.
- Include something positive about ALL students and acknowledge ALL worthwhile contributions/efforts of students.
- Ensure comments match the level of achievement.
- Include diagnostic suggestions for improvement for appropriate students.
- Complete Summative Learning Tasks by the date agreed to and set by the PLT.
- Use the agreed CAT, VCE or VCAL Learning Task Templates to report to students and parents.
- Use the agreed Rubric or Criteria for ascertaining a student's level of achievement.

School Improvement team will:

- Conduct Parent Information sessions (to be arranged early in Term 1 and at other times during the year)
- Provide accountability measures to ensure reporting is consistent, timely and effective throughout the school year and consistent across all Learning Areas.

Assessment Scales used in reporting at Parkdale Secondary College

- **Work Habits** (the 5Ps: Participation, Punctuality, Preparation, Purpose and Probity) are assessed against a scale of Meets expectations, partially meets expectations, does not meet expectations, not assessed.
- **Common Assessment Tasks' (CATs)** at Years 7-10:
 - Well above expected level of achievement
 - Above expected level of achievement
 - At higher end of expected level
 - At expected level of achievement
 - At the lower end of expected level of achievement
 - Below the expected level of achievement
 - Below expected level of achievement
- **Victorian Curriculum (F-10) 5 point scale at Years 7-10**
 - Well above expected level of achievement
 - Above expected level of achievement
 - At expected level of achievement
 - Below the expected level of achievement
 - Below expected level of achievement

PARKDALE SECONDARY COLLEGE

ASSESSMENT and REPORTING POLICY



- **VCE, VET and VCAL Outcomes** are reported as per VCAA requirements.
- **Parkdale Study Score** for Unit 1 & 2
- **C Pathways** for EAL students.
- **Individual Education Plans (IEPs)** for modified students

EVALUATION

The School Improvement Team – Teaching & Learning Executive, will be responsible for the review of this policy.